DOCUMENT RESUME

ED 336 704 CG 023 680

AUTHOR Stevens, Carla J.; And Others
INSTITUTION Houston Independent School District, TX. Dept. of Research and Evaluation.
TITLE Harris County Juvenile Detention Center (1990-91).
PUB DATE 91
NOTE 31p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; *Correctional Institutions; *Delinquency; Intermediate Grades; *Juvenile Justice; Residential Programs; Secondary Education
IDENTIFIERS *Juvenile Detention Centers; *Texas (Harris County)

ABSTRACT

The Houston Independent School District's (HISD) educational program at the Harris County Juvenile Detention Center provided instruction to the 1,138 youths residing at that facility from August 1990 to March 1991. The youth at the Detention Center had been detained by Harris County Law Enforcement Officials and were awaiting court action. The educational program provides regular, vocational, and special education curriculum instruction to these youth in order that they may continue their education process while being held in this county facility. Eighty-nine percent of the students were male, 50% of the students were Black and 29% were Hispanic, and 84% were from 14 to 16 years of age. Thirty-one percent of the 936 children who were released from the Detention Center during the time period examined had been previously registered as HISD students; 28% of the students who left the Detention Center enrolled in HISD schools. The average length of stay at the Detention Center was 24 days, while the average daily attendance was 170 students. This evaluation report describes the educational program as it is currently being implemented, describes the students who were served by this educational program, and compiles baseline data for future evaluations. (NB)

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Harris County Juvenile Detention Center (1990–91)

Stevens, Carla J., M.A.
Tullis, Richard J., Ed.D.
Sanchez, Kathryn S., Ed.D.
Gonzalez, J.

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HISD RESEARCH & EVALUATION
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EXECUTIVE SUMMARY

AN EVALUATION OF HISD'S EDUCATIONAL PROGRAM AT THE HARRIS COUNTY JUVENILE DETENTION CENTER 1990–91

PROGRAM DESCRIPTION

The youth at the Harris County Juvenile Detention Center have been detained by Harris County Law Enforcement Officials and are awaiting court action. HISD's educational program provides regular, vocational, and special education curriculum instruction to these youth in order that they may continue their education process while being held in this county facility. Many of them have already dropped out of school. This program provides them access to continued education in the hopes that they might return to their home school.

PROGRAM COST AND FUNDING SOURCE

The Detention Center program is funded through HISD's Bureau of Alternative Schools and Programs. It also receives some Chapter I money and support from Harris County. The total amount allocated by HISD for the 1990–91 school year, including the money through Chapter I, was $352,538. The average daily attendance over 175 school days was 170 students. The cost per pupil served was calculated at $11.85 per day.

EVALUATION QUESTIONS

The purpose of this report was to describe the educational program as it is currently being implemented at the Detention Center, describe the students who were served by this educational program, and compile baseline data for future evaluations. The following research questions were addressed:

Research Question 1: How was the educational program implemented at the Detention Center?

In October 1989, the Board of Education approved expanding and funding the educational program at the Detention Center to add regular education courses to the vocational and special education curriculum already being offered. Chapter I provided funding for supplemental personnel and supplies, and Harris County purchased computers and printers as instructional aides. Courses were taught four days a week, with Fridays being planning and grading time for teachers, and reading and enrichment time for students. The courses were self-paced and taught out of assignment packets. The students were tested upon entering the program and were given course material accordingly. Other

aspects of the program included the Cool Bucks incentives given to students when they paid attention during class and completed assignments, and the student newsletter. Medical and psychological services were provided by the county.

Research Question 2: What were the characteristics of the students who were served by the educational program at the Detention Center?

a) What were the demographic characteristics of the students?

Of the 1090 different students admitted into the Detention Center, 88% were male. Fifty percent of the students were Black, 29% were Hispanic, 19% were White, and 2% were Asian. Eighty-four percent of the students were from 14 to 16 years of age. Grade classifications ranged from fourth grade to twelfth grade, with 79% of the students in the seventh through ninth grades.

b) Where did the students come from before being admitted to the Detention Center and where did they go when they left the Detention Center?

Of the 936 students who were included in the tracking analysis, 31% were registered as HISD students as of August 1990; 50% of those students came from district middle schools. Twenty-eight percent of the students leaving the Detention Center enrolled in HISD schools. The Harris County Youth Village received 25% of those students. The Texas Youth Commission retained custody of 50% of the students released from the Detention Center while 22% enrolled in other Texas schools.

c) What offenses did the youth at the Detention Center commit?

Offenses for which youth were admitted into the Detention Center ranged from administrative actions to murder. The most frequent category of offenses was theft which accounted for 27% of the admissions.

d) What was the average length of time that students remained at the Detention Center?

The average length of time students spent at the Detention Center was 24 days; the range was from one day to 148 days. Fifty percent of the youth stayed 15 days or less.

e) What was the achievement level of the students?

Of the students tested during the 1989–90 school year, 79% scored below grade level on the MAT6 reading subtest, 74% scored below grade level on the MAT6 math subtest, and 80% scored below grade level on the MAT6 complete battery.

Research Question 3: What were the problems in program implementation?

Problems in implementing the educational program at the Detention Center stemmed from the high mobility rate and transitory nature of the facility. This made it difficult for the teachers to get to know the students or to develop rapport with them. This also made it difficult to assess academic improvement. Another problem in teaching was that students

on different units were not allowed to intermingle and there were not enough teachers to teach each unit separately. Consequently, teachers were responsible for two classes at one time in different units.

Research Question 4: What changes did program staff recommend in implementation procedures?

Changes recommended by the program staff at the Detention Center included the hiring of more teachers to cover all the classes taught in different units of the facility. It was also recommended that new teachers brought into the Detention Center be bilingual so that the Hispanic student population may be better served.

HARRIS COUNTY JUVENILE DETENTION CENTER
1990–91

DEPARTMENT OF RESEARCH AND EVALUATION
HOUSTON INDEPENDENT SCHOOL DISTRICT

Abstract

HISD's educational program at the Harris County Juvenile Detention Center provided instruction to the 1,138 youths residing at that facility from August 1990 to March 1991. Eighty-nine percent of the students were male, 50% of the students were Black and 29% were Hispanic, and 84% were from 14 to 16 years of age. Thirty-one percent of the 936 children who were released from the Detention Center during the time period examined had been previously registered as HISD students; 28% of the students who left the Detention Center enrolled in HISD schools. The average length of stay at the Detention Center was 24 days, while the average daily attendance was 170 students. This evaluation describes the educational program as it is currently being implemented, describes the students who were served by this educational program, and compiles baseline data for future evaluations.

Introduction

A youth, 17 years of age and under, picked up by law enforcement officers in Harris County may be taken to one of two Intake Screening Units administered by the Harris County Juvenile Probation Department. One is the Chimney Rock Center, a children's shelter and crisis facility, and the other is the Harris County Juvenile Detention Center (Detention Center). Those who present a threat to the community or themselves or are likely to abscond before trial will be held at the Detention Center. The Detention Center is a secure, temporary residential facility for youth awaiting court action. It has 145 sleeping rooms over five floors, each divided into three units with at least one multi-purpose activity room per unit. There are gymnasiums, outdoor playground areas, visitation and counseling areas, facilities for medical, dental, psychological and social services, and a courtroom. The intake screening process identifies youth who can be returned home safely or referred to other community agencies without court involvement. In cases likely to go to court, intake officers decide whether to release the youngster into his or her parents' custody or to detain him or her pending a court hearing. Once the decision to detain the youngster is made and a court date is set for the adjudicatory hearing, he or she is entered into HISD's educational program at the Detention Center.

The purpose of HISD's program at the Detention Center is to provide educational opportunities on a daily basis to the youth housed there. The youth at the Detention Center are usually academically below grade level when they enter the facility and would fall further behind while at the Detention Center, becoming more at-risk of dropping out of school or never returning to school without continuation of the education process. This educational program includes a strong emphasis on remedial reading, language arts and math skills, and educational testing, as well as vocational and special education opportunities.

The specific tasks of this inquiry were to describe students who were served by the HISD staff at the Detention Center, describe the educational program as it currently exists at the Detention Center, and compile baseline data for future evaluations.

The following research questions were addressed:

1. How was the educational program implemented at the Detention Center? (See page 5.)

2. What were the characteristics of the students who were served by the educational program at the Detention Center?
   a) What were the demographic characteristics of the students? (See page 7.)
   b) Where did the students come from before being admitted to the Detention Center and where did they go when they left the Detention Center? (See page 8.)
   c) What offenses did the youth at the Detention Center commit? (See page 10.)
   d) What was the average length of time that students remained at the Detention Center? (See page 11.)
   e) What was the achievement level of the students? (See page 12.)

3. What were the problems in program implementation? (See page 14.)

4. What changes did program staff recommend in implementation procedures? (See page 15.)

Review of Literature

A review of the literature suggests that providing an appropriate education for adjudicated youth is a difficult task because they are a very mobile group. It is not uncommon for these youth to spend time at two or more institutions in one year. Without individualized educational plans which follow incarcerated students from one institution to another, youth in detention are not likely to receive appropriate educational services (Leone, Price, & Vitolo, 1986). According to Leone et al., specific information about the needs and skills deficits of particular students is difficult to obtain since many adolescents in detention have a history of truancy and school failure in their own community. In their study, Leone et al. evaluated the strategies adopted by the Los Angeles County Juvenile Court Schools. The Court Schools have attempted to smooth the placement process by adopting a uniform set of procedures across the county. "The evaluation process includes a thorough academic assessment and the development of a comprehensive educational plan for all students. This individualized plan . . . accompanies the student to each facility or site and serves as a guide for the delivery of educational services" (Leone et al., 1986). The Court Schools administer proficiency exams developed by the "home" school districts which enable students to transfer credits from the correctional education program to their home school district. The classes average 13 to 17 students in enrollment, and many of the teachers possess special education teaching credentials. The Court Schools have taken the position that "their primary responsibility is to determine appropriate individualized educational services for all incarcerated youth and in doing so to meet the needs of those youth who may be handicapped" (Leone, Price, & Vitolo, 1986).

In addition to providing appropriate education to incarcerated youth, another issue is the transition of these children back into their community school. According to Webb and Maddox (1986), "It takes planning and interagency coordination to return a youth to the community following incarceration, especially if youth are to receive appropriate educational services and stay in school." From their research, they found that little is done among agencies to plan for the student's return to school even though school attendance is a condition of parole for school-age offenders. Several problems which were identified concerning the transition of these youth were that:

- the institutional school seldom received the student's school records, making appropriate placement difficult;
- when students were released from the institution and enrolled in a community school, their school records did not follow them, and the community school staff did not know whom to contact for education information;
- community school staff and local juvenile parole staff serving the same client did not communicate with one another; and
- institutional school staff received no information on released students' school progress once they left the institution (Webb & Maddox, 1986).

In order to facilitate the transition of students from juvenile correction facilities into public schools, Webb and Maddox developed the Juvenile Corrections Interagency Transition Model.

This model was implemented throughout the state of Washington. By the end of nine months, the institutions using this model were sending out school information at least two to three weeks prior to the juvenile's release (Webb & Maddox, 1986).

Methodology

A tour of the Detention Center facilities and interviews with the Director of Instruction and Staff Development for the Detention Center were conducted to obtain information on the implementation of the educational program at the facility. HISD's Pupil and School Data and Accounting Bureau provided an average daily attendance (ADA) transactions list for the Detention Center from August 27, 1990, through March 8, 1991. Demographic and academic data were obtained from the Student Master File for the 1,090 different students who were identified as attending the Detention Center during that time period. Data concerning offenses committed by students admitted into the Detention Center were provided by the Harris County Juvenile Probation Department.

Results

Question 1 How was the educational program implemented at the Detention Center?

Method

A tour of the Detention Center facilities and interviews with the Director of Instruction and Staff Development for the Detention Center were conducted to obtain information on the implementation of the educational program at the facility.

Findings

HISD has provided educational instruction at the Detention Center since the mid-seventies. Prior to the Fall of 1989, the program was managed by Community Services and was designed for special education students. The staff consisted of one special education teacher, one special education aide, and one vocational teacher. In October 1989, the Board of Education approved expanding and funding the educational program to include regular education curriculum. The Detention Center was then made an alternative school and is managed by the Bureau of Alternative Schools and Programs. The program, as it is currently being operated, was implemented immediately after Board approval.

Courses at the Detention Center are taught four days a week, Monday through Thursday; Fridays are planning and grading periods for teachers, and reading and enrichment activities for students. Because the courses are taught in the multi-purpose activity rooms in each unit, one subject is taught per period per floor. There are five periods a day, 75 minutes in duration, plus a break for lunch. The teachers move their materials from floor to floor on carts. As student materials are prohibited in the sleeping quarters, teachers keep the students' assignments and supplies. There is a library on each floor furnished by HISD. County volunteers supervise library visits on Friday afternoons and at different times throughout the week.

Instruction for the students is provided by two language arts teachers, two math teachers, two social studies teachers, two special education teachers, and one vocational education teacher. In addition, Chapter I funds a teacher/tutor position. There are three teachers' aides; one is for the special education classes. Students are assigned to classes, not based on their age or academic achievement level, but by the unit to which the county has assigned them. The unit assignment is determined by the level of offense committed. Consequently, the classes are designated by subject matter, i.e. math and social studies and not by specific course titles, i.e. Pre-algebra, and World History. The special education classes are resource classes in which all subjects are taught as identified by the needs of the students. General job skills are presented in the vocational class.

The curriculum is taught from assignment packets instead of books because of the wide range of skill levels for which materials are needed and because the teachers must remain mobile. To assess the students' needs and abilities, testing is conducted. Assignments are given to the students based on their test results. Students are encouraged to progress through assignment packets at their own rate utilizing self-paced instruction. Grades are computed on a weekly basis which can be averaged into the students' home school grades so that no time is missed while they are in the Detention Center.

One of the highlights of HISD's program is the "Cool Buck" incentive program. Students receive one Cool Buck for every class in which they pay attention and do their assignments. They receive five Cool Bucks for every completed assignment packet. One of the teacher aides spends four hours on Saturdays to operate the Cool Buck prize cart from which students may buy items with their Cool Bucks. Some of these items include combs, door mounted Nerf basketball hoops, booklets, stationery, and candy. As there is no other way for the youth in this facility to obtain these items, unless their parents bring them, this is a special treat and a positive incentive.

Another highlight for the students is the school newsletter. The first issue of the *J.D.C. Times* was published in May 1991. It appears to have been a big success with many students contributing items. Students wrote articles, columns, poetry, and games and assisted in the layout of the finished product.

Harris County has supported HISD's program by contributing $30,000 for the purchase of twenty computers and ten printers. This equipment will be housed in lockable closets in the multi-purpose activity rooms on each floor. The county also provides each of the teachers forty hours of in-service to help them in handling youths in this type of facility. In addition, one county employee is stationed in each multi-purpose activity room to handle discipline while class is in session. It is the director's opinion that the cooperation and support from the county have been invaluable to the implementation of this program.

Number of students served and cost

From August 27, 1990, through March 8, 1991, 1138 students enrolled in HISD at the Detention Center. The average daily attendance was 170 students and the school was operated for 175 school days. The 1990–91 Adopted General Fund Budget allocated $306,338 for salaries, instructional materials, and supplies for the Detention Center over nine months. The Detention Center also receives $46,200 from Chapter I for an hourly tutor/teacher, materials, and capital outlay making the total budgeted amount for the Detention Center $352,538. The cost per pupil served was calculated at $11.85 per day.

Question 2 What were the characteristics of the students who were served by the educational program at the Detention Center?

a) What were the demographic characteristics of the students?

Method

All students who were admitted into the Detention Center from August 27, 1990, until March 8, 1991, were identified from the Student Master File. Demographic and academic data were obtained from the Student Master File for the 1,090 different students who were enrolled in this educational program during that time. The grade level of one student was not available in the Student Master File.

Findings

Figure 1 illustrates the demographic characteristics of the students enrolled through HISD at the Detention Center from August 27, 1990, through March 8, 1991. Over 88% of the students were male. Fifty percent of the students were Black, 29% were Hispanic, 19% were White, and 2% were Asian. This is in comparison with HISD's district-wide ethnicity of 38% Black, 45% Hispanic, 14% White, and 3% Asian.[1] (See Appendix A for the complete breakdown of students by ethnicity, gender, grade classification, and age.)

Figure 1 also indicates that although the youth admitted into the Detention Center were from 10 to 17 years of age, 84% of the students were from 14 to 16 years of age.[2] Fourteen percent were under 14 and 3% were over 16. One percent of the students were classified as elementary school students (grades one through five), 50% as middle school students (grades six through eight), and 48% as high school students (grades nine through twelve). Of the high school students, 76% were classified as ninth graders.[3]

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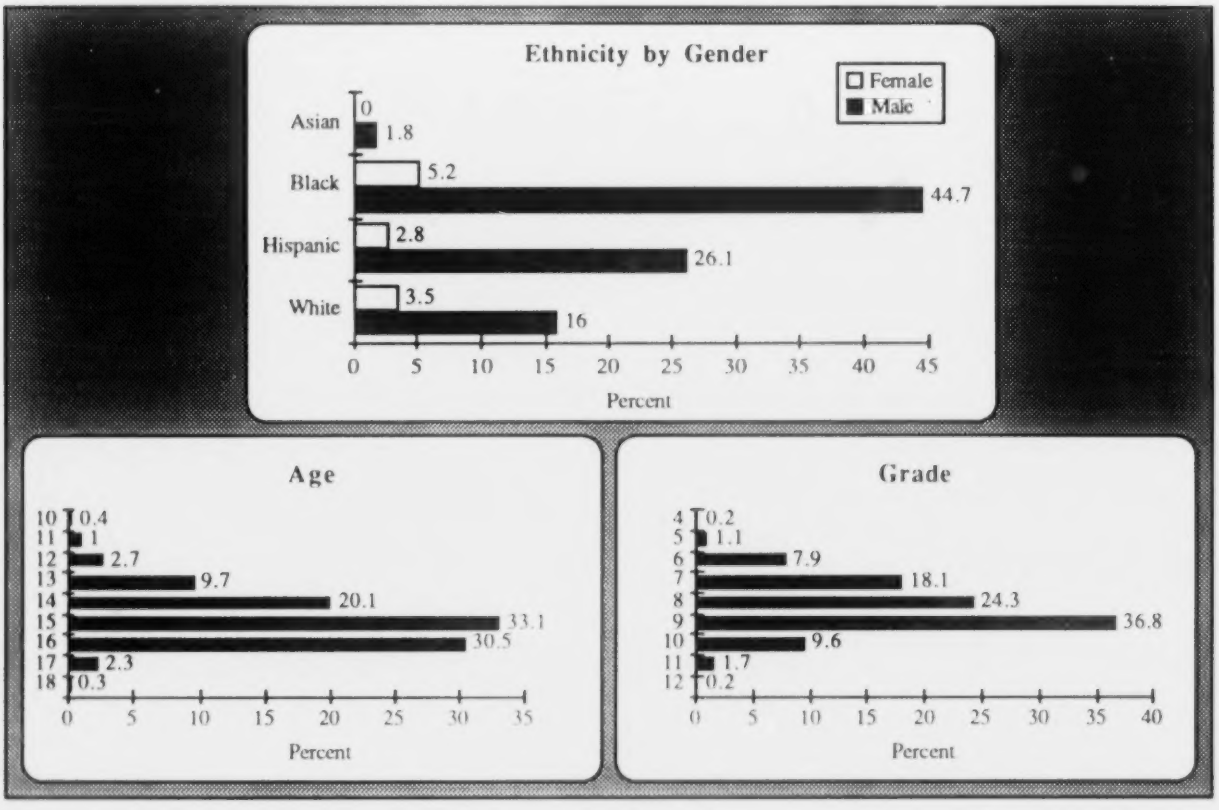
[1] Unofficial Fall Survey as of October 1, 1990, as prepared by the Pupil Accounting Department.

[2] Although the Detention Center admits youth 17 years old and under, they may turn 18 while in the Detention Center. This would account for the three 18 year olds in Figure 1. At that time however, they would be tried as adults.

[3] The enrollment number for ninth graders includes those placed into the ninth grade because of being over age.

Figure 1
Percentage of Students by Ethnicity by Gender, Age, and Grade



b) Where did the students come from before being admitted to the Detention Center and where did they go when they left the Detention Center?

Method

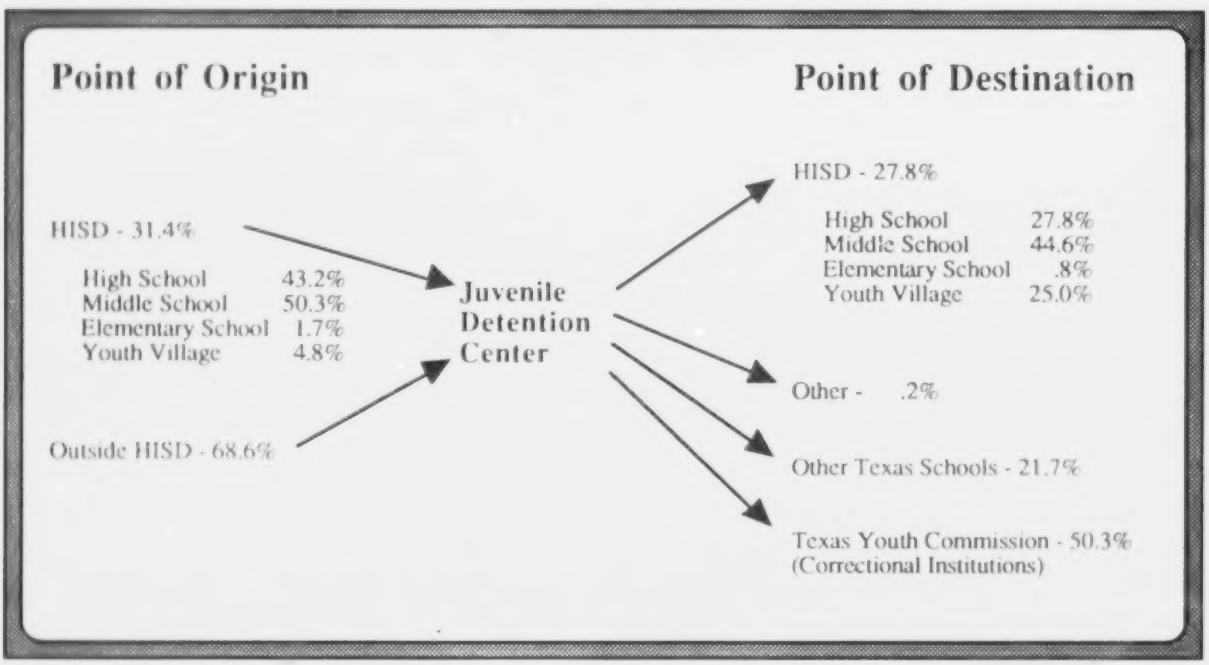
Tracking information was procured by identifying all campuses attended by each student since August 27, 1990, from average daily attendance (ADA) data in the Student Master File, as well as interpreting withdrawal codes entered for the students on the ADA Transactions List. Only data on the 936 students who had been released from the Detention Center by March 8, 1991, were included in the tracking analysis.

Findings

Children brought to the Detention Center may come from anywhere in Harris County. Figure 2 graphically depicts that 69% of the 936 students included in this tracking analysis were not registered as HISD students as of August 1990. They may have been enrolled in other school

districts in the county or were not attending school at the time. Of the youth who were originally HISD students, 50% were enrolled in middle schools while 43% came from district high schools. (See Appendix B for a complete list of origin and destination schools.) The Harris County Youth Village was the last known campus before entering the Detention Center for 5% of the HISD students. The Youth Village is also a facility run by the Harris County Juvenile Probation Department.

Figure 2
Origin and Destination for Detention Center Students



At the adjudicatory hearing, the merits of the case against the youngster are examined, after which a dispositional hearing is held which determines the best placement for adjudicated youth. The judges have a variety of placement options available to them. The youngster may be placed on probation and released into his or her parents' custody or placed with foster parents. Should the youngster have to serve his or her sentence at a county facility, the county residential institutions to which juveniles are most frequently assigned are the Harris County Youth Village, a minimum security residential facility, and Burnett-Bayland Home, a half-way house. HISD maintains an on-site educational program at the Youth Village. The youth placed at Burnett-Bayland Home attend school at Sharpstown Middle and High Schools or other area schools. Other state facilities to which adjudicated youth may be sentenced include treatment centers, half-way houses, and state training schools administered by the Texas Youth Commission (TYC).

Figure 2 also illustrates that 28% of the students who left the Detention Center enrolled in another HISD School. Twenty-five percent of these students were sentenced to the Youth Village

and enrolled at that campus. This compares to other Texas schools which received 22% of the students who left the Detention Center. Half of the students who left the Detention Center were coded as being in the custody of the Texas Youth Commission, which means that these students were transferred to other correctional facilities. The students reflected in this number may have included those who were eventually sentenced to the Youth Village, though they were not coded for that facility at the time they were withdrawn from the Detention Center.

Of the 1,138 students enrolled at the Detention Center from August 27, 1990, through March 8, 1991, there were 48 re-entries made by 47 students. The percentage of re-entries was 4%. This may be underestimating the recidivism rate for the Detention Center since youth who were released before being entered into HISD's educational program were not included in the calculation.

c) What offenses did the youth at the Detention Center commit?

Method

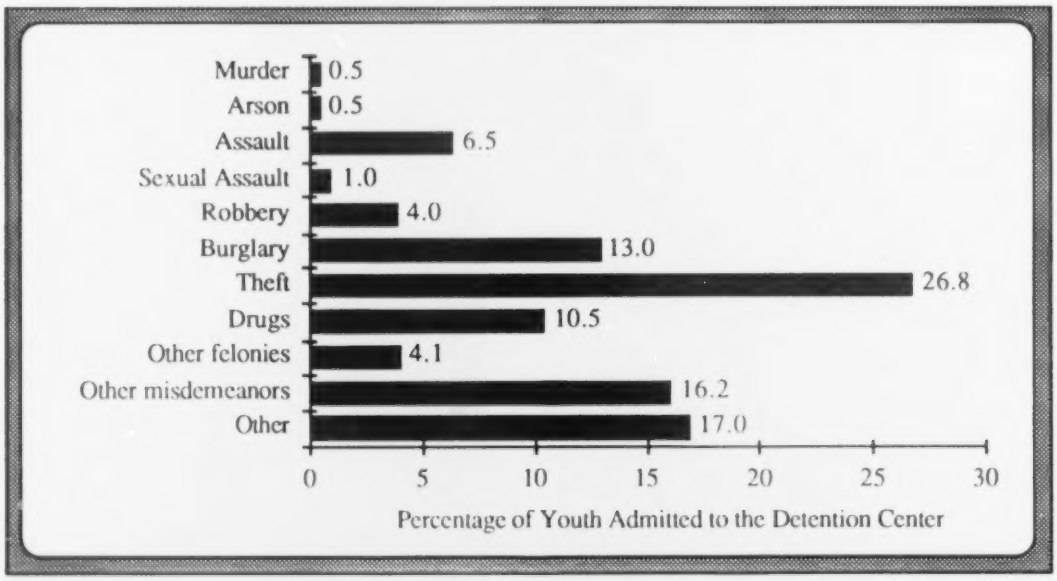
Data concerning the offenses committed by the youth at the Detention Center were obtained from the Research, Planning, and Evaluation Department of the Harris County Juvenile Probation Department. The information is soon to be published in the Probation Department's 1990 Annual Report. The data presented are estimates because the final numbers have not been released to the public.

Findings

The Harris County Juvenile Probation Department recorded 6,165 admissions to the Detention Center during 1990.[4] The youth were detained for offenses ranging from disorderly conduct, runaway, and joyriding to arson, sexual assault, and murder. The percentage of admissions per category for all youth admitted into the Detention Center during 1990 is shown in Figure 3. Each of the categories includes felonies, misdemeanors class a and b, and misdemeanors class c. The category of offenses for which the largest number of youngsters were admitted was theft, including auto theft and joyriding, which accounted for 27% of the offenses. The categories "other felonies" and "other misdemeanors" include *attempted* murder, arson, assaults, robbery, burglary, theft, and drugs, in addition to other crimes such as kidnapping, incest, criminal mischief, bribery, and forgery. All other categories listed in Figure 3 are crimes *actually* committed. The "other" category, which accounts for 17% of the admissions, includes disorderly conduct, violation of probation, runaway, TYC runaway, and administrative actions.

[4] The 6,165 recorded admissions include youth who were admitted to and released from the Detention Center before being entered into HISD's educational program.

Figure 3
Percentage of Youth Admitted to the Detention Center by Offense for 1990



d) What was the average length of time that students remained at the Detention Center?

Method

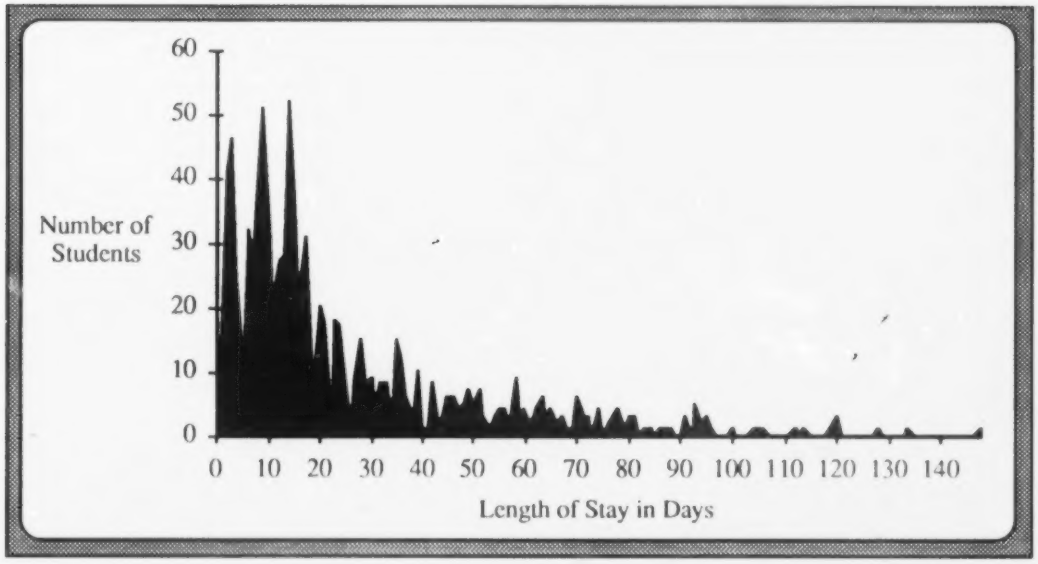
All students who were admitted to the Detention Center from August 27, 1990, until March 8, 1991, were identified from the Student Master File. The frequency of the length of time each student was enrolled at the Detention Center was obtained for the 936 students who had entered and been released from the facility.

Findings

Figure 4 depicts the length of stay for the 936 students who attended school at the Detention Center and were released.[5] Measures of central tendency were calculated on the lengths of stay recorded for the students. Time spent at the Detention Center ranged from one to 148 days, with an average of 24 days. The most frequent length of stay was 14 days. Fifty percent of the youth stayed 15 days and under. The average daily attendance at the Detention Center from August 27, 1990, through March 8, 1991, was 170 students with a range of 121 students to 211 students.

[5] The "days" referred to here are calendar days, not school days, since youth reside at the Detention Center seven days a week until they are released or sentenced to another facility.

Figure 4
Length of Stay in Days by Number of Students



e) What was the achievement level of the students?

Method

The 1989–90 MAT6 (Metropolitan Achievement Test, 6th Edition) grade equivalent scores were utilized to determine the academic achievement level of the students. Since the MAT6 scores were available only for students who had attended HISD schools during the 1989–90 academic year and were classified as ninth grade and under, this analysis was made on 182 cases for the reading and math subtests and 157 cases for the complete battery.

Findings

Figure 5 illustrates the percentage of students who scored on or above grade level as measured by their 1989–90 MAT6 grade equivalent scores. Overall, 79% of the students tested below grade level on reading, 74% below grade level on math, and 80% below grade level on the complete battery. The numbers of students recorded for fourth and fifth grades were small thereby overstating the percentage of students below grade level.[6] Proportionately, the sixth and tenth grades had more students who tested on or above grade level than the other grades. (See Appendices C and D for the exact breakdown per grade, as well as by gender and ethnicity.)

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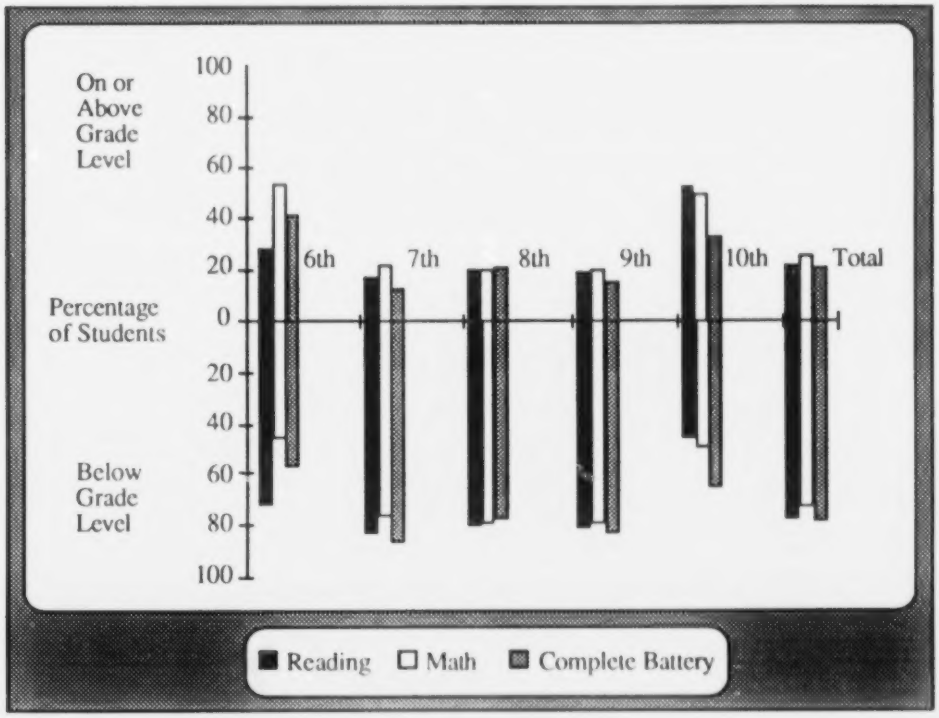
[6] There was one fourth grade student and two fifth grade students.

Figure 5
Percentage of Students Who Scored "On or Above Grade Level" or "Below Grade Level" on the 1989–90 MAT6 by Current Grade



Question 3 What were the problems in program implementation?

Method

A tour of the Detention Center facilities and interviews with the Director of Instruction and Staff Development for the Detention Center were conducted to obtain information on the problems in implementation of the educational program at the facility.

Findings

During an interview with the Director of Instruction and Staff Development, problems in implementing an educational program in this type of facility were revealed. The director noted that because of these youngsters' situation, the teachers may encounter volatile situations and have to address attitude problems. This takes away time that the teachers could be spending with other students and disrupts the learning atmosphere. In addition, it is difficult for the teachers to get to know the students or develop rapport with them because of the temporary nature of the facility. This mobility also makes it arduous to assess academic improvement.

Another difficulty in implementing the educational program is that students housed in each unit are not allowed to intermingle. There are only two teachers per subject but three units. Therefore, during each class period, one teacher has to manage two classes at the same time in two separate units between a series of locked doors. The teachers alternate teaching two units at one time.

Question 4 What changes did program staff recommend in implementation procedures?

Method

A tour of the Detention Center facilities and interviews with the Director of Instruction and Staff Development for the Detention Center were conducted to obtain recommendations concerning the implementation of this educational program at the facility.

Findings

An improvement made this year was the purchase of twenty computers and ten printers which were bought with county funds. An hourly tutor/teacher and supplies, paid for by Chapter I funds, were also added.

One change that has been proposed is the continuation of classes throughout the summer. Last year, the county experienced such an increase in discipline problems during the summer when school was not in session that they have tentatively negotiated with HISD for the county to pay teachers' salaries for a summer school term.

Another recommendation made was the hiring of bilingual teachers since 29% of the student population since August has been Hispanic with many of them having language difficulties. In addition, there is need for a large capacity on-site copying machine. Because the teachers instruct from packets instead of books, their duplicating volume is great. Currently, one of the teacher aides must shuttle copying requests back and forth from the HISD duplicating center to the Detention Center.

A third recommendation was to hire more teachers to cover all the classes being taught in each unit so that teachers would not have to manage two classes at the same time, some distance away from each other, through a series of locked doors.

Summary and Discussion

HISD's educational program at the Harris County Juvenile Detention Center was implemented to provide remedial, regular, vocational, and special education opportunities on a daily basis to youth detained at the facility. It also incorporates activities and incentives through which these youngsters may be encouraged to continue their education. The purpose of this evaluation was to describe the program as it is currently being implemented, describe the students who are served by this educational program, and compile baseline data for future evaluations.

It was found that of the 1,138 students who were enrolled at the Detention Center from August 27, 1990, until March 8, 1991, 48 were re-entries. Of the 1,090 different students, 89% were male, 50% were Black, 29% were Hispanic, 19% were White, and 2% were Asian. Approximately 84% were from 14 to 16 years of age; 50% were classified as middle school students and 37% as ninth graders. Thirty-one percent of the 936 students who had entered and been released from the Detention Center, during the stated time period, had been previously registered as HISD students for the 1990–91 school year. Twenty-eight percent of the students who left the Detention Center enrolled in HISD schools; 25% of these students were enrolled at the Harris County Youth Village. Twenty-two percent of the students enrolled in other Texas schools.

The largest category of offenses for admissions into the Detention Center was theft at 27%. However, the offenses did range from administrative actions to murder. The lengths of stay at the Detention Center ranged from one to 148 days with a mean of 24 and a mode of 14. Fifty percent of the students stayed 15 days and under. The average daily attendance was 170 students with a range of 121 students to 211 students.

Academically, the students at the Detention Center were below grade level. Overall, 79% scored below grade level on the MAT6 reading subtest, 74% scored below grade level on the MAT6 math subtest, and 80% scored below grade level on the MAT6 complete battery for last year.

Some of the difficulties of implementing a school at the Detention Center, as indicated by the Director of Instruction and Staff Development for the Detention Center, were the transitory nature of the facility and the short length of time the students stay at the center. This makes it difficult for the teachers to develop rapport with the students and to assess their academic improvement. This also produces limitations to any evaluation of this program on academic measures. A future evaluation, however, may include utilizing discriminant function analysis to determine if the number and type of school disciplinary actions in conjunction with attendance and recent performance on standardized tests will predict the possibility of certain HISD students of becoming incarcerated. This information could be used for intervention purposes.

Based on the review of literature, an area that appears to be underdeveloped is the communication link between community schools, the Detention Center, and placement facilities. When a student enters the educational program at the Detention Center, the HISD staff at the Center

notifies the student's home school that a student from that school has been admitted to the Detention Center. The student is also identified as being special education or not. The HISD staff maintains the student's grades and sends them to the next school the student attends, if that school requests the information. This is also the procedure when a student leaves the Detention Center for the Youth Village. There is no specific procedure or format for receiving a student's records and then systematically sending them on to the next school or institution. It appears that credits or grades are not transferred unless requested by the receiving school and are not automatically sent.

An educational liaison between the Detention Center and the students' home schools could ensure continuity in services and curriculum provided, as well as a smoother transition for the youth by preparing the receiving schools for the admission or return of the student. As Webb and Maddox (1986) indicated, "School truancy and behavior problems are often the result of inappropriate placements and lack of planning for the student's return to the public school after incarceration." It is recommended that a procedure be implemented whereby students' records are automatically retrieved from the sending school within one day of the youngster being admitted to the Detention Center. Likewise, students' records should be automatically forwarded to the receiving school on the day the student is released from the Detention Center. These procedures will optimize the educational services that can be provided to these students.

References

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APPENDIX A

Number of Students Broken Down by Ethnicity, Gender, Grade Classification, and Age

	ETHNICITY							ROW TOTAL
	Asian	Black		Hispanic		White		
	Male	Female	Male	Female	Male	Female	Male	
Grade								
04								
Age								
10.....					2			2
05								
Age								
10.....					1		1	2
11.....			6		2			8
12.....			1					1
13.....			1					1
06								
Age								
11.....			2				1	3
12.....		1	15				4	20
13.....		2	14	1	16	1	1	35
14.....	1		9	1	8		3	22
15.....			2	1	3			6
07								
Age								
12.....			4		1		2	7
13.....		5	23	6	9	4	6	53
14.....		2	40	3	24	4	7	80
15.....		3	17		18	2	6	46
16.....			4		3	1	1	9
17.....			1					1
18.....			1					1
08								
Age								
12.....					1			1
13.....	1	2	3		1	4	4	15
14.....	3	6	31	7	21	3	11	82
15.....	2	11	43		47	2	18	123
16.....		1	19		17	1	6	44
09								
Age								
13.....			2					2
14.....	1	3	15		8		6	33
15.....	2	10	65	6	40	8	36	167
16.....	4	8	96	3	46	5	26	188
17.....			5		2		3	10
18.....			1					1

APPENDIX A (continued)

	ETHNICITY							ROW TOTAL
	Asian	Black		Hispanic		White		
	Male	Female	Male	Female	Male	Female	Male	
10								
Age								
14.....			1				1	2
15.....	1	1	12		1		2	17
16.....	4		40		10	1	18	73
17.....			5	1	3	1	2	12
18.....			1					1
11								
Age								
15.....						1		1
16.....	1	2	7				7	17
17.....							1	1
12								
Age								
16.....				1				1
17.....							1	1
Missing								
Age								
15.....			1					1
COLUMN TOTAL	20	57	487	30	284	38	174	1090

APPENDIX B

Origin and Destination Schools for Students Who Were Enrolled at the Detention Center From August 27, 1990, through March 8, 1991

Origin School	Number of Students	Destination School	Number of Students
Austin H. S.	5	Austin H. S.	2
Bellaire H. S.	3	Bellaire H. S.	3
Carter Career Center	1	Carter Career Center	1
CLC H. S.	2	CLC H. S.	4
COTC	1	Davis H. S.	3
Davis H. S.	8	Furr H. S.	1
Foley's Academy	1	Harper Alternative School	4
Furr H. S.	6	Harris County Youth Village	65
Harper Alternative School	3	Sam Houston H. S.	1
Harris County Youth Village	14	Jones H. S.	6
Houston Night H. S.	1	Jordan H. S.	1
Sam Houston H. S.	4	Kashmere H. S.	6
Jones H. S.	7	Lamar H. S.	1
Jordan H. S.	2	H. S. for Law Enforcement	1
Kashmere H. S.	11	Lee H. S.	2
Lamar H. S.	7	Madison H. S.	7
Lee H. S.	10	Milby H. S.	2
Madison H. S.	6	Reagan H. S.	5
Milby H. S.	4	Scarborough H. S.	1
Reagan H. S.	5	Sharpstown H. S.	5
Sharpstown H. S.	7	Sterling H. S.	3
Sterling H. S.	5	Waltrip H. S.	4
Waltrip H. S.	3	Westbury H. S.	1
Washington H. S.	2	Wheatley H. S.	8
Westbury H. S.	3	Worthing H. S.	2
Wheatley H. S.	9	Yates H. S.	3
Worthing H. S.	3	Attucks M. S.	5
Yates H. S.	8	Black M. S.	3
Attucks M. S.	2	Burbank M. S.	1
Black M. S.	3	CLC M. S.	3
Burbank M. S.	2	Community Services*	24
CLC M. S.	3	Deady M. S.	3
Community Services*	18	Dowling M. S.	2
Cullen M. S.	1	Edison M. S.	2
Deady M. S.	5	Fleming M. S.	2
Dowling M.S.	1	Fondren M. S.	1
Edison M. S.	4	Fonville M. S.	2
Fleming M. S.	7	Hamilton M. S.	3
Fondren M. S.	5	Hartman M. S.	8
Fonville M. S.	3	Hogg M. S.	4
Hamilton M. S.	7	Jackson M. S.	3
Hartman M. S.	5	Johnston M. S.	1
Hogg M. S.	8	Key M. S.	3

APPENDIX B (continued)

Origin School	Number of Students	Destination School	Number of Students
Jackson M. S.	11	Long M. S.	5
Johnston M. S.	1	Marshall M. S.	10
Key M.S.	6	Pershing M. S.	1
Long M. S.	2	Revere M. S.	4
Marshall M. S.	15	Ryan M. S.	4
McReynolds M. S.	3	Sharpstown M. S.	4
Pershing M. S.	1	Smith M. S.	6
Revere M. S.	5	Terrell M. S.	1
Ryan M. S.	8	Thomas M. S.	5
Sharpstown M. S.	2	Welch M. S.	1
Smith M. S.	6	Williams M. S.	4
Terrell M. S.	2	Woodson M. S.	1
Thomas M. S.	3	Bruce E.	1
Williams M. S.	5	Eliot E.	1
Woodson M. S.	4		
De Chaumes E. S.	1		
Field E. S.	1		
Harvard E. S.	1		
Isaacs E. S.	1		
Pugh E. S.	1		

* The number of students coded to "Community Services" includes students in the Homebound Program, in hospitals for physical or mental reasons, or in the care of other community agencies such as centers for retardation, child guidance centers, and half-way houses. Community Services places special education teachers in these agencies to provide instruction to the children there.

APPENDIX C

Breakdown of 1989–90 Grade Equivalent MAT6 Scores By Gender and Ethnicity

	Male			Female		
4th Grade	**Reading**	**Math**	**Comp**	**Reading**	**Math**	**Comp**
Black						
Hispanic	2.9 (1)	3.6 (1)	3.0 (1)			
White						
Other						
Total by Gender	2.9 (1)	3.6 (1)	3.0 (1)			
Total	2.9 (1)	3.6 (1)	3.0 (1)			
5th Grade						
Black	4.4 (1)	5.1 (1)	4.4 (1)			
Hispanic	3.6 (1)	5.6 (1)	4.9 (1)			
White						
Other						
Total by Gender	4.0 (2)	5.4 (2)	4.7 (2)			
Total	4.0 (2)	5.4 (2)	4.7 (2)			
6th Grade						
Black	4.6 (10)	6.1 (10)	5.1 (10)			
Hispanic	4.3 (3)	5.2 (2)	5.4 (1)			
White	5.4 (1)	5.5 (1)	5.6 (1)			
Other						
Total by Gender	4.6 (14)	5.9 (13)	5.2 (12)			
Total	4.6 (14)	5.9 (13)	5.2 (12)			
7th Grade						
Black	4.7 (18)	5.7 (16)	5.1 (15)	4.5 (2)	5.2 (2)	4.8 (2)
Hispanic	4.7 (14)	6.7 (14)	5.4 (13)	4.7 (3)	4.6 (3)	4.6 (3)
White						
Other						
Total by Gender	4.7 (32)	6.1 (30)	5.3 (28)	4.6 (5)	4.8 (5)	4.7 (5)
Total	4.7 (37)	6.0 (35)	5.2 (33)			
8th Grade						
Black	5.2 (18)	6.0 (20)	5.7 (16)	6.4 (5)	6.5 (7)	6.9 (5)
Hispanic	6.7 (18)	6.8 (19)	6.8 (15)	10.5 (1)	7.5 (1)	8.6 (1)
White	6.1 (2)	7.1 (2)	6.1 (2)	5.8 (1)	5.8 (1)	6.3 (1)
Other	6.1 (1)	8.1 (1)	7.0 (1)			
Total by Gender	6.0 (39)	6.5 (42)	6.2 (34)	6.9 (7)	6.5 (9)	7.0 (7)
Total	6.1 (46)	6.5 (51)	6.4 (41)			
9th Grade						
Black	6.8 (37)	7.0 (32)	6.9 (29)	5.4 (2)	7.1 (2)	6.2 (2)
Hispanic	6.3 (21)	7.4 (22)	6.8 (17)	6.3 (3)	6.3 (3)	6.5 (3)
White	10.4 (5)	8.3 (6)	10.0 (4)	9.2 (1)	8.7 (1)	7.9 (1)
Other						
Total by Gender	6.9 (63)	7.3 (60)	7.1 (50)	6.5 (6)	7.0 (6)	6.6 (6)
Total	6.9 (69)	7.2 (66)	7.0 (56)			

APPENDIX C (continued)

	Male			Female		
10th Grade	Reading	Math	Comp	Reading	Math	Comp
Black	9.3 (7)	8.9 (7)	8.2 (7)	8.1 (1)	7.9 (1)	
Hispanic	10.9 (2)	9.6 (3)	11.0 (2)			
White	7.0 (1)	6.4 (1)	5.9 (1)			
Other	13.0 (2)	11.5 (2)	10.6 (2)			
Total by Gender	10.0 (12)	9.3 (13)	8.9 (12)	8.1 (1)	7.9 (1)	
Total	9.9 (13)	9.2 (14)	8.9 (12)			

• The values in parentheses are the number of students' scores from which the average was calculated.

• This table utilizes the students' MAT6 scores from 1989–90. The test was given during the seventh month of the school year. Consequently, "on grade level" equals the student's last year's grade classification plus 0.7. For example, if a student is in the fourth grade this year, he would be on grade level if he scored 3.7.

APPENDIX D

Percentage of Students "Below" or "On or Above" Grade Level
for 1989–90 Grade Equivalent MAT6 Scores by Current Grade

	Below Grade Level			On or Above Grade Level		
	Reading	Math	Comp	Reading	Math	Comp
4th Grade	100.0% (1)	100.0% (1)	100.0% (1)			
5th Grade	100.0% (2)		50.0% (1)		100.0% (2)	50.0% (1)
6th Grade	71.4% (10)	46.2% (6)	58.3% (7)	28.6% (4)	53.8% (7)	41.7% (5)
7th Grade	83.8% (31)	77.1% (27)	87.9% (29)	16.2% (6)	22.9% (8)	12.1% (4)
8th Grade	80.4% (37)	80.4% (41)	78.0% (32)	19.6% (9)	19.6% (10)	22.0% (9)
9th Grade	81.2% (56)	80.3% (53)	83.9% (47)	18.8% (13)	19.7% (13)	16.1% (9)
10th Grade	46.2% (6)	50.0% (7)	66.7% (8)	53.8% (7)	50.0% (7)	33.3% (4)
Total	78.6% (143)	74.2% (135)	79.6% (125)	21.4% (39)	25.8% (47)	20.4% (32)

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